[2012]

State of Rhode Island
Department of Elementary and
Secondary Education

RHODE ISLAND BOARD OF REGENTS
8 1
ELEMENTARY AND SECONDARY EDUCATION

RI VIRTUAL LEARNING MATH MODULES

GUIDEBOOK

The contents of this guidebook were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Updated December 2012

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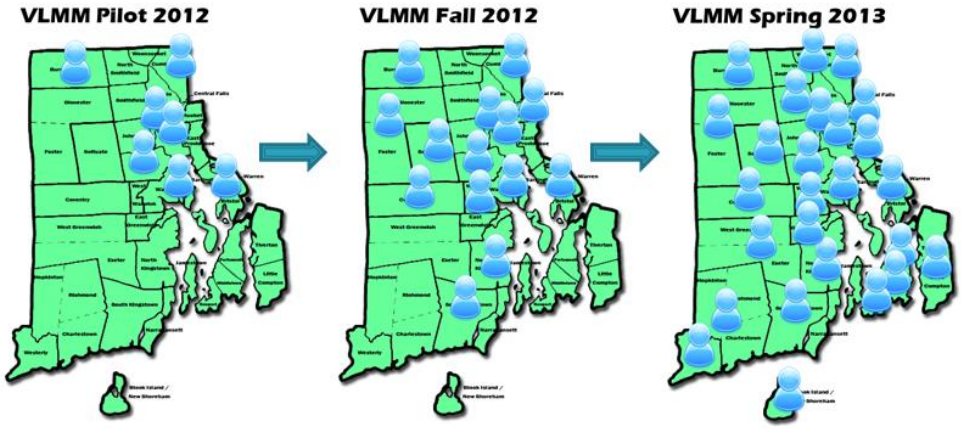
Introduction

Rhode Island Department of Education (RIDE) has invested in virtual and web-based instructional solutions that will help expand student access to high quality, focused and flexible math instruction to ensure proficient levels of math achievement. RIDE has worked closely with TechComm Partners, Inc. to develop a series of short web-based modules that focus on the development of foundational math skills in the areas of pre-algebra, algebra I and geometry. These web-based mathematic modules are designed to address individual student skill gaps. TechComm Partners (TCP), RIDE and local education agency (LEA) math specialists contributed to the content of the modules ensuring alignment to current state standards and Common Core State Standards.

The web-based modules can be accessed from any location at any time. Schools have the flexibility to implement these modules as part of traditional course work, credit-recovery programs, after school programs, or as part of an individualized student plan. Students can focus intensively on key foundational skills until they reach proficiency in that area. Online Math tutors are available to support students in the successful completion of the modules.

Implementation Timeline



Virtual Learning Math Modules: Local Team

Each participating school assembles a team of educators to identify and support students engaging in the virtual learning math modules (VLMM). Team members work together to make decisions about local program design, student enrollment, student supports, implementation and monitoring of student progress. All team members are a part of a larger community of educators across the state implementing the VLMM and sharing best practice through an online environment. The members of the VLMM team typically include the following:

- Site Coordinator,
- Curriculum Director,
- Math Department Chairperson,
- Guidance Counselor,
- Lead Math Teacher or Coach, and others as determined by the site team.

Virtual Learning Math Modules

Test Taking Strategies - v1.0	**Coordinate Planes - Beta**
What to do before the test	Coordinate Planes as a visual equation
What to do while taking the test	Slope in graphs
Practice taking the test	Understanding geometry using the coordinate plane
Practice scoring your test	Visualizing polynomial functions in the coordinate plane
Word Problems - v1.0	**Right Triangles - Beta**
Introduction to Word Problems -- Steps for Solving	Proving similarity in triangles
What is the Question?	Dilations of right triangle side lengths using scale ratios
What are the Key Words?	Pythagorean theorem in right triangles
Solving the Problem	Word problems using right triangles
Algebraic Expressions - v1.0	**Congruence of Triangles - Beta**
Order of operations	Develop understanding of congruence
Evaluate variable expressions	Corresponding parts of congruent figures are congruent
Computing with exponents	Proving triangles are congruent by SSS, SAS, ASA
Distributive property	
Solving Equations - v1.0	**Circles - Beta**
Solving equations by + - x ÷	Basic definitions about circles
Multi-step equations using inverse operations and transformations by + - x ÷	Properties of angles in circles
Solve equations with variable on both sides	Properties of segments in circles
Solve literal equations / formulas	Area of sector and arc length

Technical Specifications

Students engaging in the Virtual Learning Math Modules and VLMM Team members need access to a computing device connected to the Internet. This access can occur in a variety of locations including at school, home, library, community based location, etc.

	Windows	Mac
Operating System	Windows Vista; Windows 7 or higher	OSX 10.1 or higher
Browsers	Internet Explorer 6.0 or higher Mozilla Firefox 2.0 or higher Chrome is not recommended due to known technical issues **Set browser to allow pop-ups**	Firefox 2.0 or higher *(Safari is not recommended due to known technical issues)*
Minimum Machine	1.25 GHz 1 GB RAM 1024x768 screen	1.25 GHz 1 GB RAM 1024x768 screen
Recommended Machine	Dual Core at 2 GHz 2 GB RAM 1280 x 1024 screen resolution	2 GHz 2 GB RAM 1280 x 1025 screen resolution
Software	**Necessary for Module Access** **Adobe Reader** 7.0 or higher **Adobe Flash Player** 7.0 or higher (http://www.adobe.com/go/getflash) **Necessary for Online Tutoring Access** **Skype** 5.9 or higher http://www.skype.com/intl/en-us/get-skype/on-your-computer/windows/downloading/ **IDroo** http://www.idroo.com/download	**Necessary for Module Access** Adobe Reader 7.0 or higher Adobe Flash Player 7.0 or higher (http://www.adobe.com/go/getflash) **Necessary for Online Tutoring Access** Skype 5.9 or higher http://www.skype.com/intl/en-us/get-skype/on-your-computer/macosx/
Audio	**Necessary for Module Access** Speakers or headphones **Necessary for Online Tutoring Access** Speakers or headphones Microphone	**Necessary for Module Access** Speakers or headphones **Necessary for Online Tutoring Access** Speakers or headphones Microphone
Other	Set to allow Pop-Ups	

It's a good idea to download the quick-links above and save them on the computers. This will save time if software needs to be updated or reinstalled.

Accessing VLMM Modules

The Virtual Learning Math Modules are housed in TCP Learning's Learning Management System.

http://mylearning.tcplearning.com

*Users **MUST** retype the URL login address each time.*
If not, the user may see the incorrect screen name due to a known caching issue. This will occur even if the new user has typed in their user name and password. However, this will not impact the data and reporting on the progress of each student enrolled.

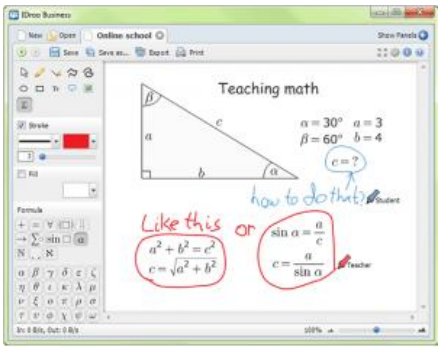
Preparing for Online Tutoring

VLMM tutoring occurs online. Allow time to download and test the online tutoring tools prior to the actual tutoring time. **Skype** and **IDroo** are two software applications that are used to connect the student and the tutor.

Skype is a popular web-conferencing and audio-conferencing software application that allows users to make voice calls over the Internet. Calls to other users within the Skype service are free and can be used on both Windows and Mac platforms. TCP will work with the Site Coordinator to ensure tutor names and contacts information are loaded into **Skype** prior to the tutoring session.

- Download **Skype** at http://www.skype.com/intl/en-us/get-skype/.
- Find out more about Skype at http://www.skype.com

IDroo is an educational multi-user whiteboard that lets students instantly collaborate online. Everything that is drawn or written on the whiteboard is visible to all participants in real-time. **IDroo** supports an unlimited number of meeting participants; the only limitations are computer power and internet connection speed. There is a professional math typing tool built-in making it easy to teach or work through math problems collaboratively. **IDroo** is currently only available for Windows. Tutors will have **IDroo** on their computers. **IDroo** is a dynamic tool and is optional on the student computers.



- Download IDroo at: http://www.idroo.com/download
- Find out more about IDroo at: http://www.idroo.com/

*Don't forget to allow **IDroo** to access Skype after you download.*

Roles and Responsibilities

VLMM Team

Each participating school will name a team of educators to identify and support students engaging in the VLMM. Members of the team typically include a site coordinator, the curriculum director, the math department chairperson, the guidance counselor, a lead math teacher or coach, and other as determined by the site team.

VLMM Site Coordinator (SC)

The VLMM Site Coordinator (SC) is the main point of contact for individual math teachers, students, TCP Administrators, and RIDE's VLMM program manager. SC is the first level of support for students and teachers in the school.

RIDE and TCP will provide an initial list of all potential eligible students to the Site Coordinator in the Student Enrollment Data Sheet. This list includes all students who did not reach partially proficient on their 8th or 11th grade NECAP math test. It is the responsibility of the VLMM team to review, verify and make changes to the list. TCP will enroll students upon verification of the Student Enrollment Data Sheet by the VLMM team.

SCs have access to school level reports in the VLMM SharePoint site as well as student records in the VLMM Learning Management System (LMS). SCs monitor students tutoring attendance and participation within the VLMM SharePoint site and the VLMM Learning Management System (LMS) and share concerns with the VLMM team.

TechComm Partners Administrator (TCP Admin.)

tcplearning

The TechComm team is responsible for developing and managing the math modules and for oversight of the tutoring program. The TechComm team will manage the LMS and the SharePoint site where both students and teachers will engage in the modules, tutoring, and resources. The TechComm team will work closely with RIDE during the development, pilot, and full implementation phases of the project. They also have responsibility for ensuring the quality of the modules; managing educator and student access to the modules and the LMS; providing training, training materials and guidance in the use of the modules; supporting implementation; and managing the technical support for participants in the VLMM system. The TechComm team is responsible for making changes during any phase of the project as needed.

Contact Information:

Karen Torres, Technical Help - karen@tcplearning.com (401) 232-9060 Ext 13

Barbara Jackson, TCP Coordinator - barbara@tecplearning.com (401) 232-9060 Ext 14

Tutor Lead	
	Academic Advantage, TCP's partner, is responsible for management of tutors including scheduling and monitoring. The tutor lead will ensure that adequate support is provided for assigned students and will oversee assigned tutors to ensure appropriate instructional strategies are being utilized and that required communications are provided by tutors to students, educators and site coordinators. Additionally, the tutor lead will ensure that tutors maintain their notes and their hours in the SharePoint system. Contact Information: **Rick Deutsch, Director** - Academic Advantage Tutoring (401) 921-5860 rdeutsch@academicadvantageRI.com
Tutors	
	Tutors are responsible for logging in prior to the scheduled session to review student work and prepare for the tutoring session. At the end of each session, tutors will write up notes in regards to student progress and report difficulties that the student is having with the material in the SharePoint site. Tutors are responsible for communicating serious concerns about a student's ability to complete lessons or modules.
RIDE VLMM Program Manager	
	VLMM project manager oversees the entire project and maintains fiscal and logistical oversight of the project. The VLMM project manager will work closely with TechComm Partners to ensure that the math modules are readily accessible to students, tutors are appropriately assigned, the monitoring information is available to both students and educators, and that changes/revisions are made as necessary throughout the project. Contact Information: **Holly Walsh**, RIDE holly.walsh@ride.ri.gov (401) 222-8457 **Sharon Lee**, RIDE sharon.lee@ride.ri.gov (401) 222-8484 **Stacy Mello,** Project Assistant stacy.mello@ride.ri.gov (401) 222-8944

Student	
	Students have the responsibility to fully engage in the assigned modules, complete module exams and to attend scheduled tutoring sessions. Students are responsible for completing a **Module Test Out Exam** at the beginning of each module and a **Module Post Exam** at the end of each module. Each lesson within a module has a **Lesson Post Exam**. Students make decisions about their learning while progressing through the modules. Based on the **Module Test Out Exam** results, students decide whether to exit the course and select another module or proceed to the lessons within the module. Based on the **Lesson Post Exam** results, students decide to proceed to the next lesson within the module or to review the lesson and attend an online tutoring session. Based on the **Module Post Exam**, students decide to exit the course and select another module or select a lesson to review and attend an online tutoring session. Students should contact their teacher or Site Coordinator to schedule a tutoring session.

VLMM Blended Learning Options

Customize away! There is no "right way" to implement the modules. The Virtual Learning Math Modules were designed to provide flexibility. All modules are available 24/7. VLMM Teams have many integration options when considering personalizing opportunities for students. RIDE will gather information about implementation throughout the program and post examples on the VLMM website. (See Appendix D - VLMM Blended Learning Models)

Level 1

Students engage in the modules independently or supported by local teachers. The local teacher monitors student progress through the tools and reports in the Learning Management System (LMS) and supports the student as necessary. This may occur during a class period, after school, in the evening or during other times.

Level 2

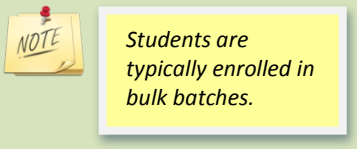
Students may engage in the modules with other students in a small group setting supported by an online tutor. The VLMM Site Coordinator blocks specific time periods with TCP for students to

interact with the online tutor. A small group of students works with the online tutor on specific skills. This may occur during a class period, afterschool, in the evening or during the summer-time. The online tutor enters information about the tutoring session into the online tools. The Site Coordinator and/or other teacher monitor student progress through the tools and reports available in the LMS and the Tutoring SharePoint site.

Level 3

Students engage in the modules individually supported by an online tutor. The VLMM site coordinator blocks a time period with TCP for the student to interact with the online tutor. The student works with the online tutor on specific skills. This may occur during a class period, afterschool, in the evening or during the summer-time. The online tutor enters information about the tutoring session into the online tools. The Site Coordinator and/or other VLMM Team Member monitor student progress through the tools and reports available in the LMS and the Tutoring SharePoint site.

Typical Progression Through VLMM

Step 1	▸ **Site Coordinator requests access** to the VLMM for their school ▸ SC/ VLMM team reviews and verifies the student information found in the Student Enrollment Data Sheet available in the SharePoint site. ▸ SC may add additional students and teachers to the Student Enrollment Data Sheet. (See Info Tab at the bottom of the Student Enrollment Data Sheet) ▸ SC uploads verified Student Enrollment Data Sheet to SharePoint site and notifies TCP.	▸ **TCP** enrolls students in LMS allowing student access to **all modules.** 
Step 2	▸ **Site Coordinator** identifies tutoring block time and schedules appropriately with TCP. This time block is reviewed quarterly and adjusted if necessary.	▸ **TCP** and **Academic Advantage** coordinate and schedule tutors to be available for tutoring block times. ▸ Sends tutoring Skype contact information to Site Coordinator.
Step 3	**Site Coordinators and VLMM Team** ▸ Monitor all student progress through the modules in the reports available in the LMS. Results from the Module Test-Out Exams, Lesson Post Exams, and Module Post-Exams are available in the LMS. ▸ Assign students to tutoring sessions. ▸ When necessary, communicate with tutors through the tools available in the Tutoring SharePoint site.	**TCP/Academic Advantage** ▸ Provide online tutoring. ▸ Maintain notes on student participation and tutoring. ▸ Provide help-desk support.

Students engage in modules.

- There are eight modules to supplement key concepts:
    - Test Taking Strategies
    - Word Problems
    - Algebraic Expressions
    - Solving Equations
    - Coordinate Planes
    - Right Triangles
    - Congruence of Triangles
    - Circles
- Each module begins with a **Module Test-Out Exam**.
    - Students who achieve a score of 100% may exit the course and proceed to the next module.
    - Students who achieve an 80% or lower should complete the lessons within the module.
- Each module contains up to 4 lessons. Each lesson typically takes 8 – 10 minutes to complete. Time to complete the lessons will vary.
- There is a **Lesson Post Exam** at the conclusion of each lesson. Based on the **Lesson Post Exam** results, students decide to proceed to the next lesson within the module or to review the lesson and attend an online tutoring session.
- All modules, with the exception of Test Taking Strategies, include a **Module Post Exam**. Based on the **Module Post Exam**, students decide to exit the course and select another module or select a lesson to review and attend an online tutoring session.
- Students contact their teacher or Site Coordinator to schedule **tutoring** sessions as needed. Students who receive **tutoring** typically participate in two tutoring sessions per module.
    - It is recommended that students complete the first two lessons in a module before they participate in a tutoring session.
    - It is recommended that students complete the third and fourth lessons before they participate in another tutoring session
- At the conclusion of each tutoring session, students will click on “regular exam” link. This presents a single question – “Have you completed this tutoring session?” Yes or No. When student selects yes, this tutoring appears in the Grade Book as completed.

Student Selection Guidance

Math NECAP results are utilized as a first screener for enrollment into the Virtual Learning Math Modules. A preliminary **Student Enrollment Data Sheet** will be generated for each school based on Math NECAP results and placed in the Tutoring SharePoint site. Students who received a score of 1 on the Math NECAP in 8th and/ or 11th grade will be found on the prelimnary Student Enrollment Data Sheet.

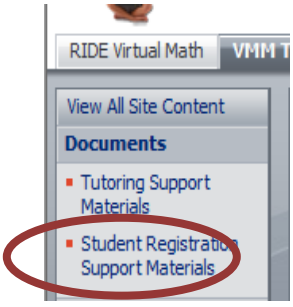
The VLMM Team prioritizes students by using additional local data and information to determine enrollment in the modules.

This information is for guidance purposes only.
There are other sources of information to consider before selecting students for participation in the VLMM.

- Students may have scored proficient on the 8th grade math NECAP but are struggling through their math courses in either 9th or 10th grades. These students are candidates for VLMM.
- Students may have scored a 1 on their 8th grade or 11th grade math NECAP but all other evidence is that they are clearly proficient in math. For example, they are taking high level math (AP or honors) course work and are performing well in those classes. These students may need test taking strategies and perhaps word problem solving strategies but may not need to be assigned to the math content modules.
- And finally, there are many other math interventions that schools make available to students and VLMM may not be the most effective or appropriate.

Student Enrollment Process

Site Coordinators initiate the student enrollment process by accessing the pre-populated **Student Enrollment Data Sheet** generated for each school based on NECAP results and located in the **SharePoint site**. The **Student Registration Support Materials** link found in the left menu bar leads to the Student **Enrollment Data Sheet.** The Site Coordinator completes the **Student Enrollment Data Sheet** by adding additional information for each student including;



- **Name of the teacher or professional responsible for monitoring the student during the course of VLMM**
- **Month that the student will be enrolled in the modules**

Refer to the **"Info" tab** for details on completing and verifying the **Student Enrollment Data Sheet**. **Additional students** may be added by filling in the required information in the **Student Enrollment Data Sheet**. Site Coordinators may add **teachers** who want access to the modules and to student records in the **Student Enrollment Data Sheet** by completing the "**Teacher Enrollment Information**" **tab** in the **Student Enrollment Data Sheet**.

TCP enrolls students in the **Learning Management System (LMS)** allowing student access to **all modules and tutoring.** In anticipation of upcoming tutoring sessions to support the students, the Site Coordinator identifies a block of tutoring time and schedules appropriately with TCP/Academic Advantage.

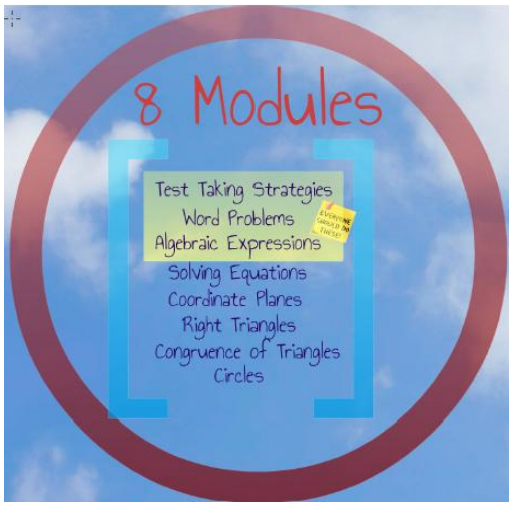
Student Engagement in the Modules

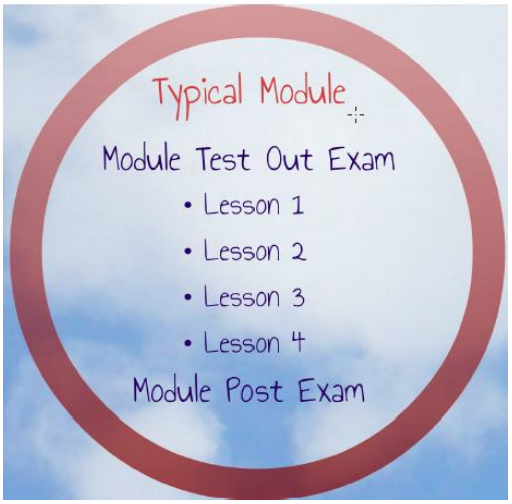
Students login to the LMS to work in the various models. Students continue to engage in the modules and attend online tutoring sessions during the upcoming weeks. The time to complete all the modules will vary.

There are eight (8) modules to supplement key concepts:

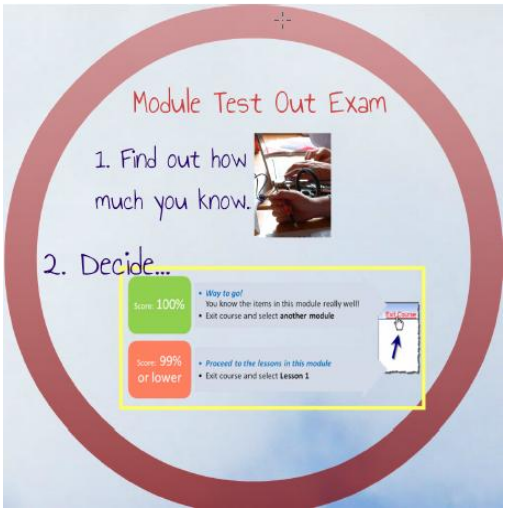
- Test Taking Strategies
- Word Problems
- Algebraic Expressions
- Solving Equations
- Coordinate Planes
- Right Triangles
- Congruence of Triangles
- Circles

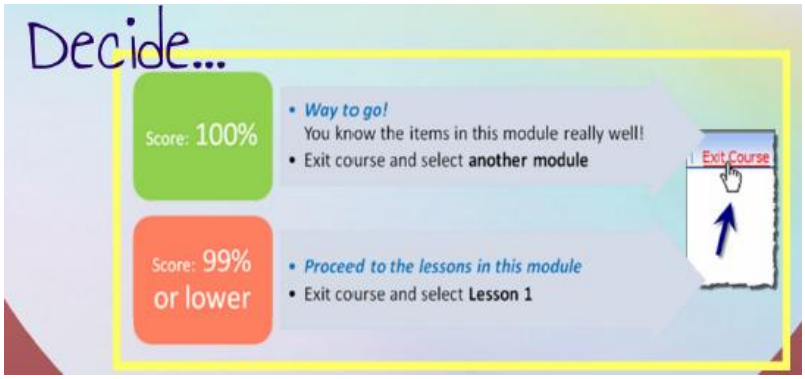
Each module contains up to 4 lessons and each lesson takes approximately 8-10 minutes to complete. All modules, with the exception of "Test Taking Strategies", include a Test Out Exam, four lessons and a Post Exam. All progress and results are reported in the LMS. Each lesson also includes a Lesson Post Exam.





Students begin with a **Module Test Out Exam** to find out what they already know. Based on the score received on the **Module Test Out Exam**, the student will either exit the course and proceed to the next module or engage the lessons within the module.

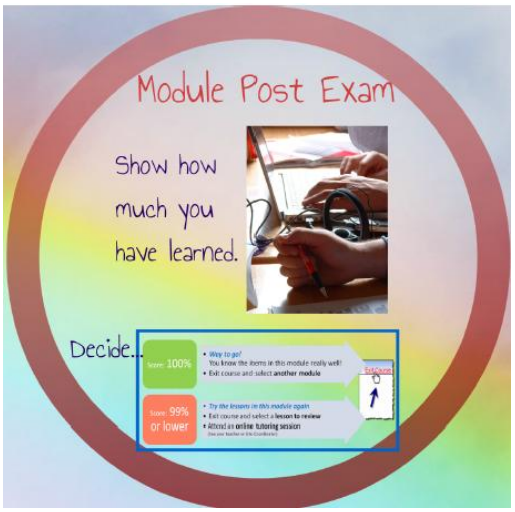


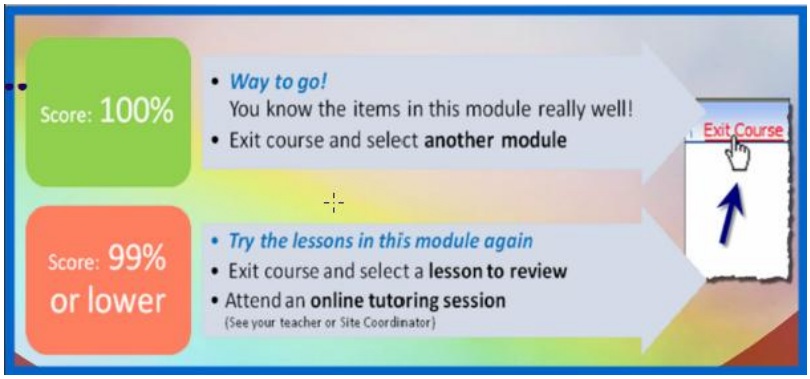


A typical lesson includes the Course Outline, Lesson, and Lesson Post Exam. The Course Outline reminds students how to progress through the modules, lessons and exams. The lesson covers skills related to the module topic. The Lesson Post Exam gives information to the student, teacher and tutor allowing each to make decisions about next steps.

Students who receive **tutoring** typically participate in two sessions per module. Students usually complete the first two lessons in a module before they participate in a tutoring session. Then students typically complete the third and fourth lessons before they participate in another tutoring session.

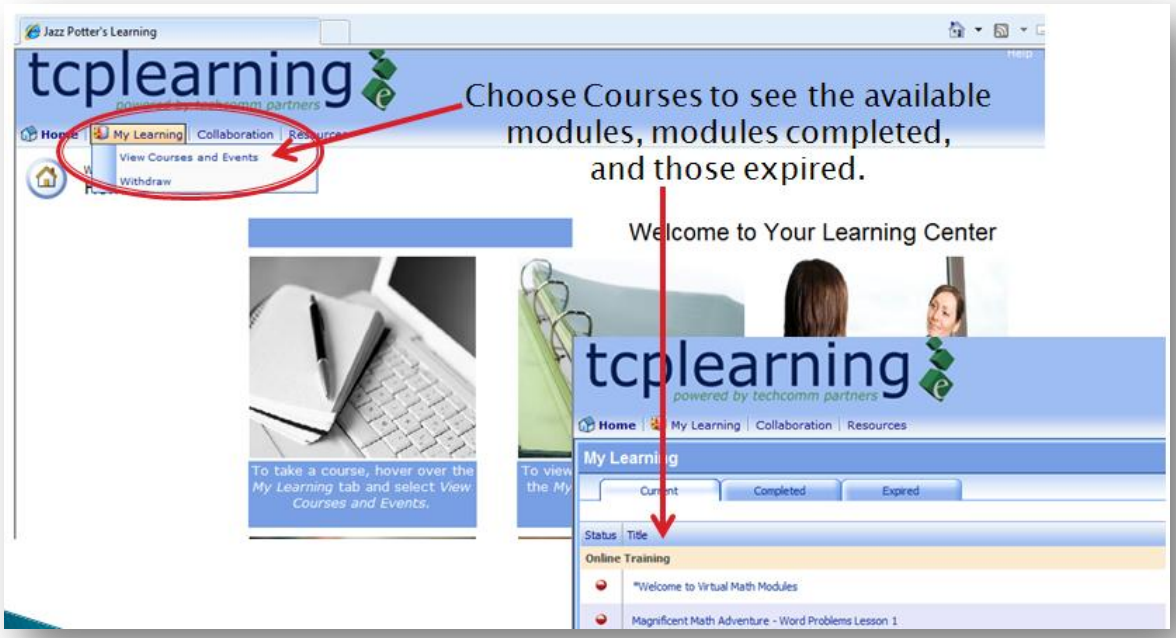
Students take the **Module Post Exam** upon completion of the four (4) lessons in a module. Results are found in the LMS and in the SharePoint site allowing students, teachers and tutors to again make decisions about next steps



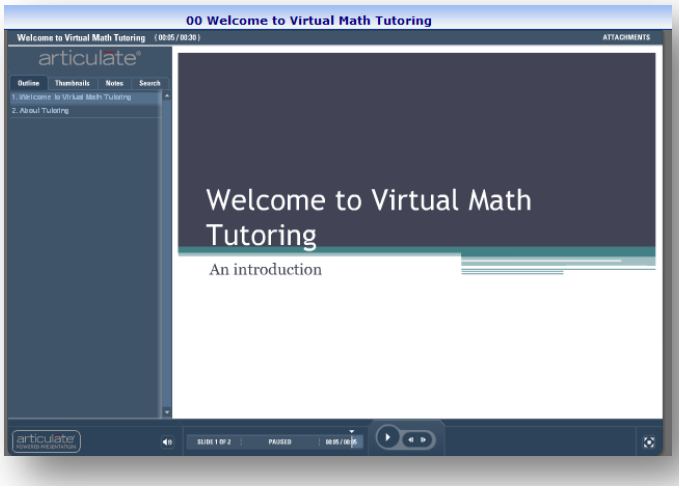


Courses Launch from Learning Management System

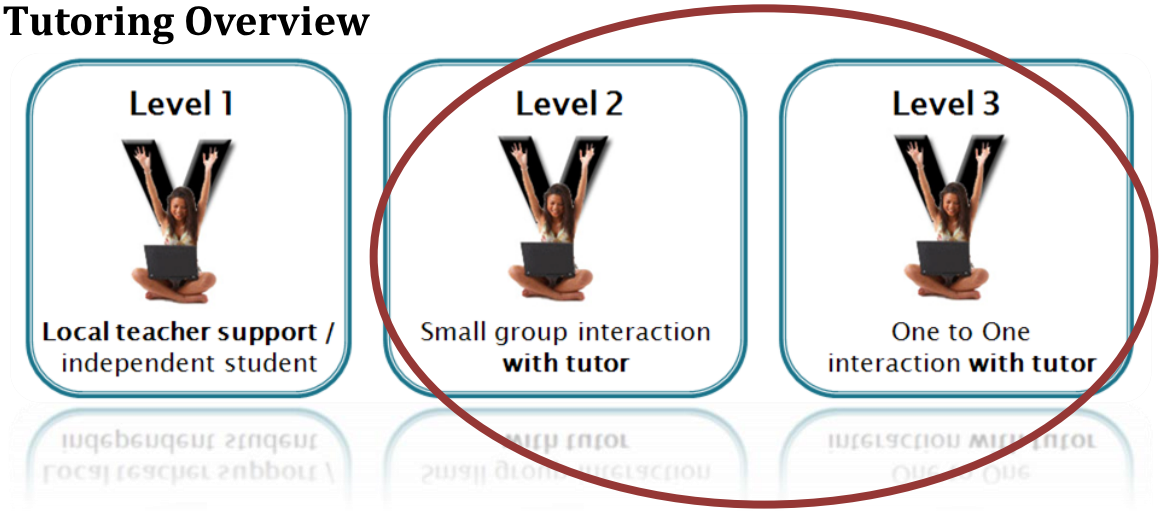
Modules are called “courses” in the LMS. Students access the courses by clicking on the **My Learning** tab.



Students begin with “**Welcome to Virtual Math Modules**” and then progress through the various modules.



Tutoring Overview



VLMM Teams have many integration options when considering personalizing learning opportunities for students. Level 2 and Level 3 involve online tutor support.

The Site Coordinators work with TCP/Academic Advantage quarterly to determine tutoring time blocks and number of seats. More tutoring seats may be added as needed during any quarter of the school year. Once tutoring is scheduled, the school is responsible for filling the seats with students. Tutors are compensated for the time blocks scheduled, even if they are not used. Tutoring hours are monitored by RIDE.

Students and tutors connect and communicate with each other online. Students attend tutoring session via Skype. **Skype** is a popular web-conferencing and audio-conferencing software application that allows users to make voice calls over the Internet. Students and tutors may also use **IDroo**, a digital whiteboard tool, during the session.

*Refer to the **Technical Specifications** section of this manual for more information about the **Skype** and **IDroo** online tools.*

Tutoring sessions are 30 minutes in length. Sessions begin and end promptly on the hour or half hour. If a student is late, the tutor will be present during the entire session and will begin as soon as the student arrives. Regardless of the start time, the session will end on the hour or on the half hour, 30 minutes after the scheduled start of the tutoring session. Teachers and Site Coordinators have until the start of a tutoring session to decide which students are placed in a specific time slot. Ideally, students are pre-registered for tutoring, but all students that are placed in a tutoring session will be tutored. Pre-registering allows for two-way communication between teachers and tutors through the notes feature found in the tutoring session record in the **SharePoint** site. Tutors enter information in the student record after each session. Students will not necessarily see the same tutor each time.

*Allow time to **download** and **test the online tutor tools** on the computer that students will be using during the tutoring session. **This will avoid technical problems during the session.***

Assignment to Tutor and Determination of Level of Tutoring Needs:

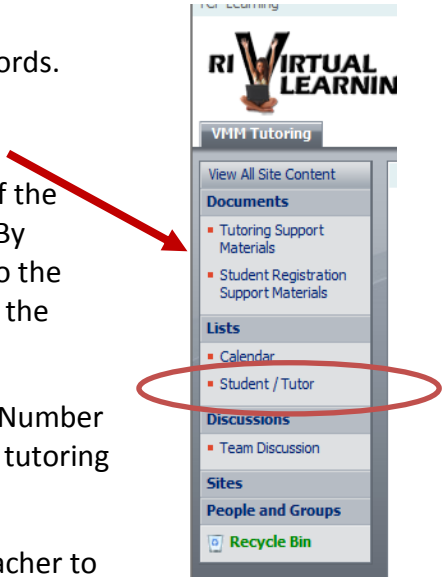
The VLMM teams makes decisions regarding tutor support. VLMM Teams utilize NECAP data, site-based data and teacher input to make their decision. The following information may help the VLMM team determine the level of student support.

- Actual score on NECAP (prioritize lowest to highest)
- **Module Test Out Exam** results
- Course work performance
- Evidence of difficulty with module content

Students who score the lowest on NECAP should be assigned to a tutoring session. Those students who struggle but who are capable of more independent work may benefit from group tutoring sessions. Those students who almost scored a 2 on the NECAP and who did well on the **Module Test Out Exams** should be assigned to work in the modules independently. Teacher input and student performance in lessons once they are assigned to modules may provide additional evidence for determining tutor assignments.

Monitoring and Managing Tutoring

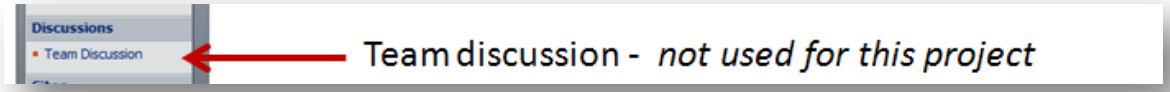
Site Coordinators and VLMM Team members are able to monitor and manage tutoring in the **SharePoint** site. Various tutoring reports, including summary information, and individual tutoring records are available for each school. VLMM Team members are able to communicate with online tutors through individual tutoring records.

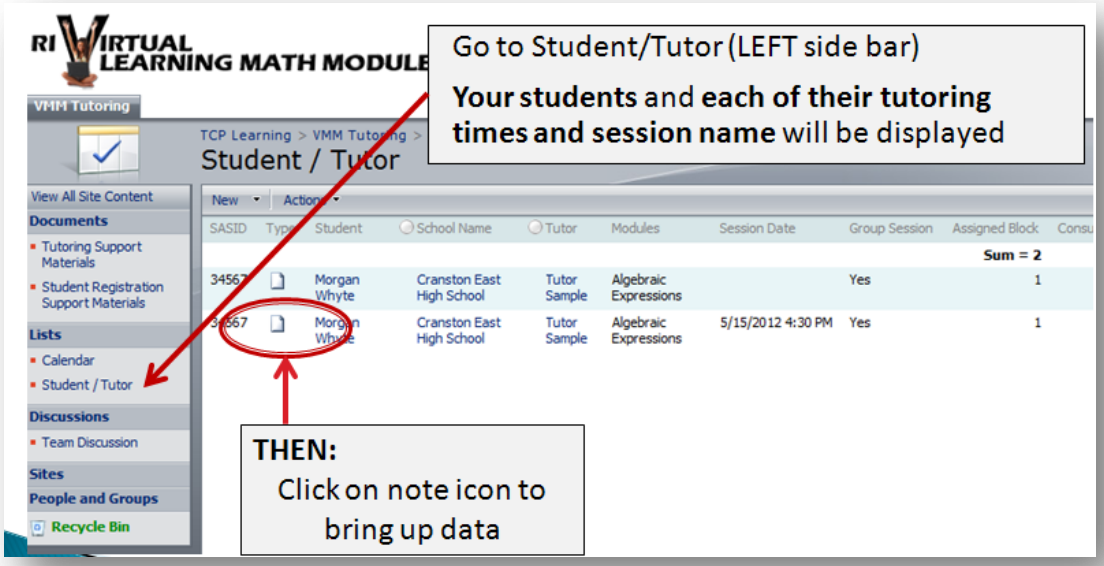


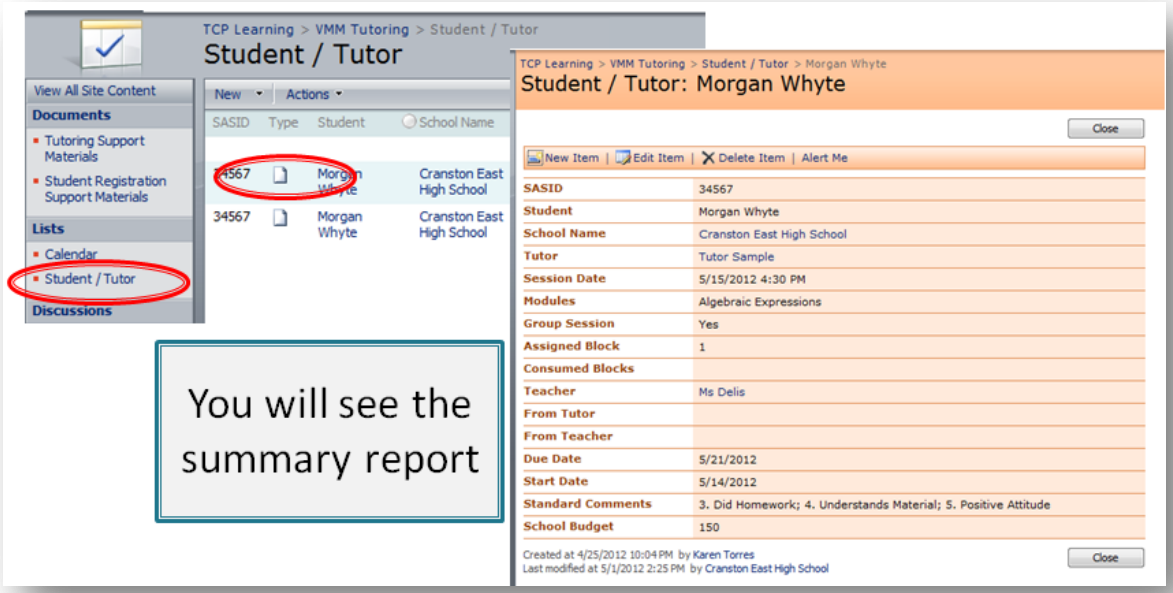
Tutoring Support Materials are found in the **SharePoint** site.

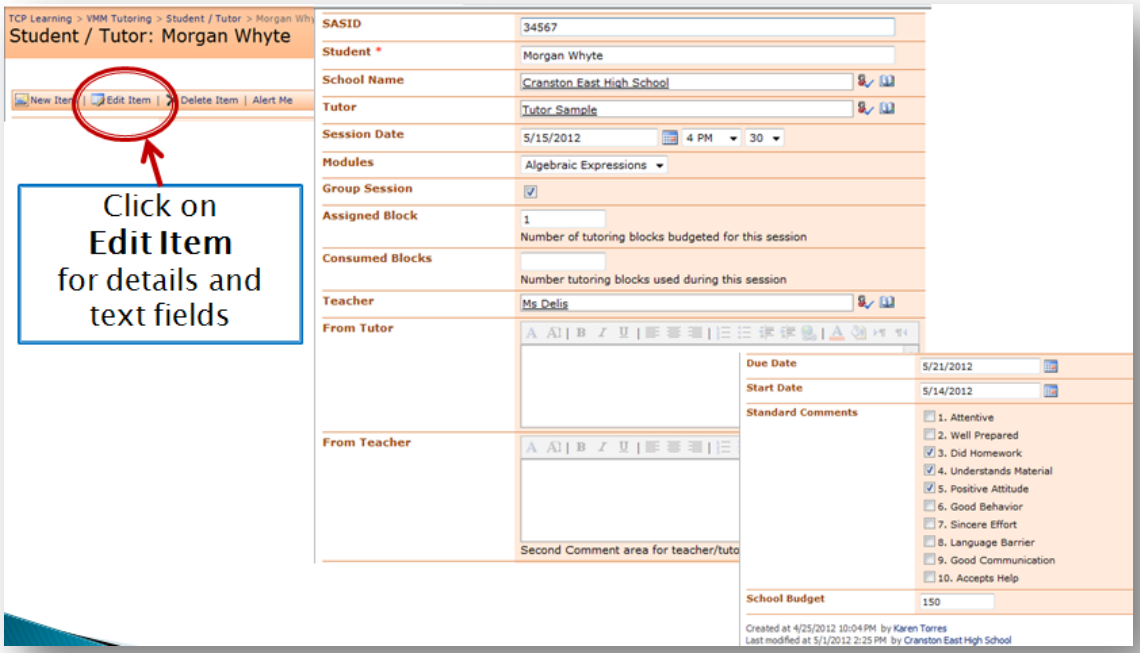
Student/Tutor view shows the VLMM Team a record for each of the twelve tutoring sessions in which all students are pre-enrolled. By double-clicking on a student's name, teachers can leave notes to the tutors relating to a particular session and/or see the notes from the tutors at the conclusion of the session including:

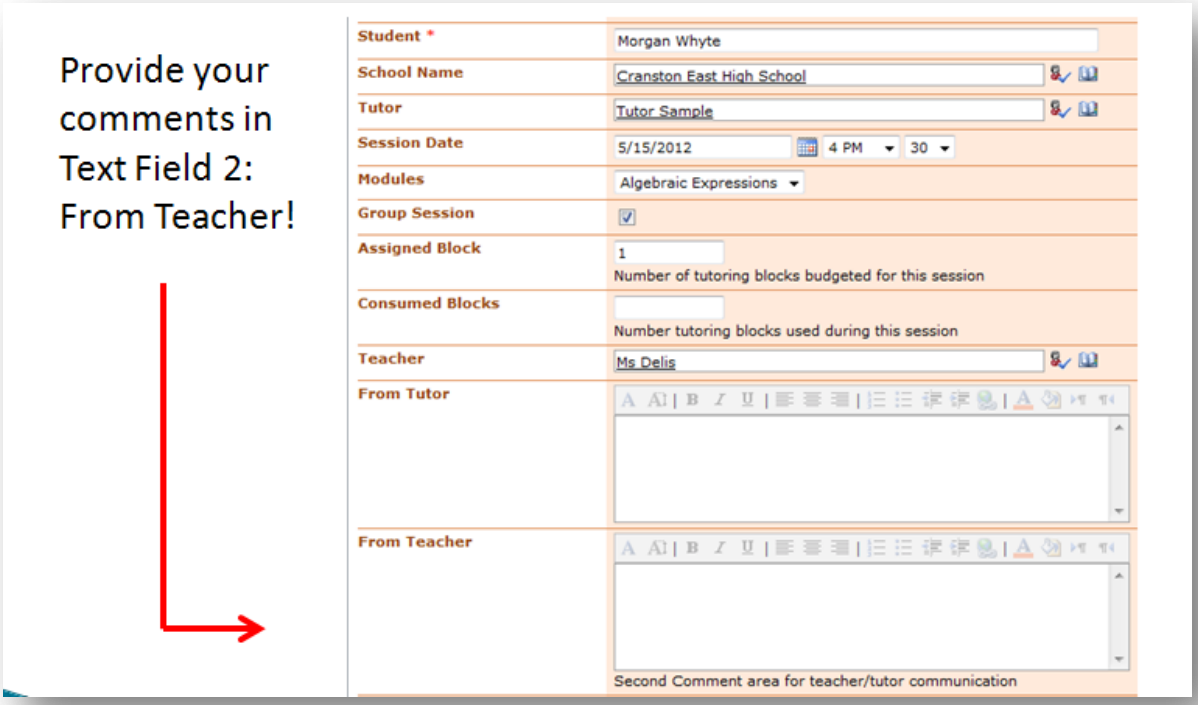
- Administrative information; Tutoring assignment type; Number of tutoring sessions assigned to the student; Number of tutoring sessions used by the student
- Comments (open text field) that can be added by the teacher to the tutor before or after the session
- Comments (open text field) that will be added by the tutor after the session
- Session report (check boxes) about the student


Discussions
Team Discussion
Team discussion - *not used for this project*

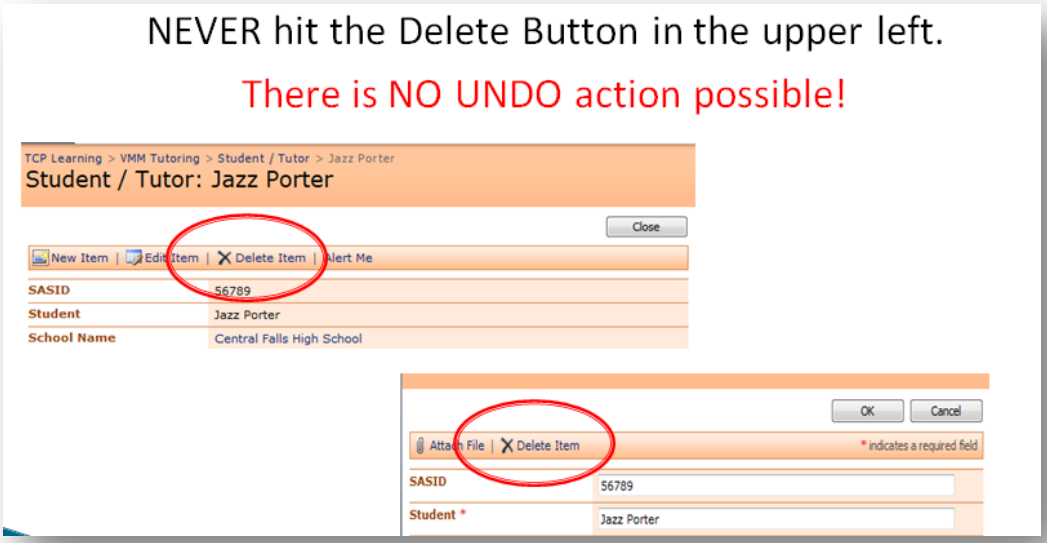

RI VIRTUAL LEARNING MATH MODULE
VMM Tutoring
TCP Learning > VMM Tutoring >
Student / Tutor
Go to Student/Tutor (LEFT side bar)
Your students and **each of their tutoring times and session name** will be displayed
View All Site Content
Documents
Tutoring Support Materials
Student Registration Support Materials
Lists
Calendar
Student / Tutor
Discussions
Team Discussion
Sites
People and Groups
Recycle Bin
New
Actions
SASID Type Student School Name Tutor Modules Session Date Group Session Assigned Block
Sum = 2
34567 Morgan Whyte Cranston East High School Tutor Sample Algebraic Expressions Yes 1
34567 Morgan Whyte Cranston East High School Tutor Sample Algebraic Expressions 5/15/2012 4:30 PM Yes 1
THEN:
Click on note icon to bring up data


TCP Learning > VMM Tutoring > Student / Tutor
Student / Tutor
View All Site Content
Documents
Tutoring Support Materials
Student Registration Support Materials
Lists
Calendar
Student / Tutor
Discussions
New
Actions
SASID Type Student School Name
34567 Morgan Whyte Cranston East High School
34567 Morgan Whyte Cranston East High School
TCP Learning > VMM Tutoring > Student / Tutor > Morgan Whyte
Student / Tutor: Morgan Whyte
Close
New Item | Edit Item | Delete Item | Alert Me
SASID 34567
Student Morgan Whyte
School Name Cranston East High School
Tutor Tutor Sample
Session Date 5/15/2012 4:30 PM
Modules Algebraic Expressions
Group Session Yes
Assigned Block 1
Consumed Blocks
Teacher Ms Delis
From Tutor
From Teacher
Due Date 5/21/2012
Start Date 5/14/2012
Standard Comments 3. Did Homework; 4. Understands Material; 5. Positive Attitude
School Budget 150
Created at 4/25/2012 10:04 PM by Karen Torres
Last modified at 5/1/2012 2:25 PM by Cranston East High School
Close
You will see the summary report


TCP Learning > VMM Tutoring > Student / Tutor > Morgan Why
Student / Tutor: Morgan Whyte
New Item | Edit Item | Delete Item | Alert Me
Click on
Edit Item
for details and
text fields
SASID
34567
Student *
Morgan Whyte
School Name
Cranston East High School
Tutor
Tutor Sample
Session Date
5/15/2012
4 PM
30
Modules
Algebraic Expressions
Group Session
Assigned Block
1
Number of tutoring blocks budgeted for this session
Consumed Blocks
Number tutoring blocks used during this session
Teacher
Ms Delis
From Tutor
From Teacher
Second Comment area for teacher/tuto
Due Date
5/21/2012
Start Date
5/14/2012
Standard Comments
1. Attentive
2. Well Prepared
3. Did Homework
4. Understands Material
5. Positive Attitude
6. Good Behavior
7. Sincere Effort
8. Language Barrier
9. Good Communication
10. Accepts Help
School Budget
150
Created at 4/25/2012 10:04 PM by Karen Torres
Last modified at 5/1/2012 2:25 PM by Cranston East High School


Provide your
comments in
Text Field 2:
From Teacher!
Student *
Morgan Whyte
School Name
Cranston East High School
Tutor
Tutor Sample
Session Date
5/15/2012
4 PM
30
Modules
Algebraic Expressions
Group Session
Assigned Block
1
Number of tutoring blocks budgeted for this session
Consumed Blocks
Number tutoring blocks used during this session
Teacher
Ms Delis
From Tutor
From Teacher
Second Comment area for teacher/tutor communication

Caution!


NEVER hit the Delete Button in the upper left.
There is NO UNDO action possible!
TCP Learning > VMM Tutoring > Student / Tutor > Jazz Porter
Student / Tutor: Jazz Porter
Close
New Item | Edit Item | Delete Item | Alert Me
SASID 56789
Student Jazz Porter
School Name Central Falls High School
OK
Cancel
Attach File | Delete Item
* indicates a required field
SASID 56789
Student * Jazz Porter

Accessing VLMM Tools and Reporting

Learning Management System

The modules are available for students, teachers, and Site Coordinators who have login information. Students access the **modules** and exams through the Learning Management System (LMS). Site Coordinators and teachers are able to access reports regarding each student's progress and exam results in the LMS.

LMS Login Information

tcplearning
Learning Management System

http://MyLearning.TCPLearning.com

Student and Teacher User Name: **firstname + period + lastname**
example: Jazz.Potter

Site Coordinator User Name: **schoolname** [all one word]
example: cranstoneast or narragansett

Default Password for all users: **ridemath** [all one word, lowercase]

*Users **MUST** retype the URL login address each time. If not, the user may see the incorrect screen name due to a known caching issue. This will occur even if the new user has typed in their user name and password.*

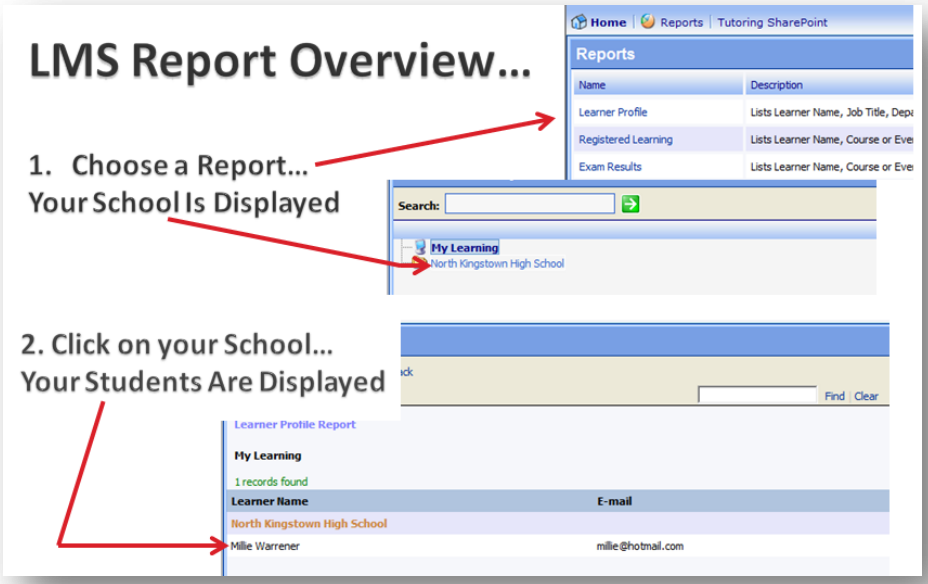
LMS: Site Coordinator and Teacher View

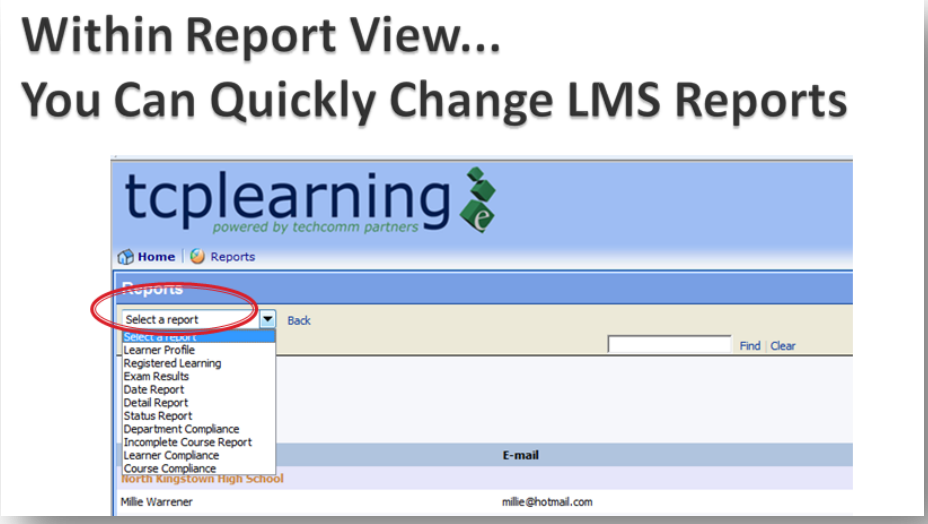
LMS Reports

There are 10 reports available to Site Coordinators and VLMM Team members in the LMS. These 10 reports include:

- **Learner Profile** - Student Name, School, Date Enrolled
- **Registered Learning** - Student Name, Modules, Last Log On, Module Status
- **Exam Results** - Student Name, Modules, Exam Date, Exam Score
- **Date Report** - Student Name, Module, First and Last Log On Date, Module Completion Date
- **Detail Report** - Student Name, Module, Module Status, Last Log On Date, Module Completion Date
- **Status Report** - Student Name, Module, Module Status
- **Department Compliance** - School Name, Total Number of Students Enrolled, % Complete (visible to Site Coordinators)
- **Incomplete Course Report** - School Name, Total Number of Students Enrolled, % Incomplete (School Name, Total Number of Students Enrolled, % Complete (visible to Site Coordinators)
- **Learner Compliance** - Student Name, Year Enrolled, Modules Completed, Date of Module Completion, Exam Scores
- **Course Compliance** - Module, Year, School Name, Total Number of Students, % Complete (visible to Site Coordinators)

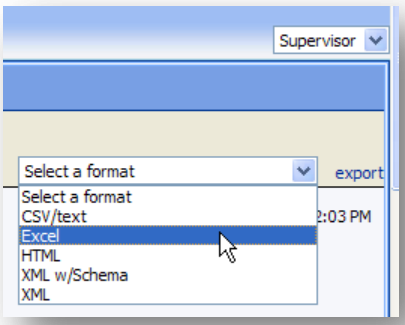
Students are reported as "COMPLETE" if they have received an 80% or above on an exam.





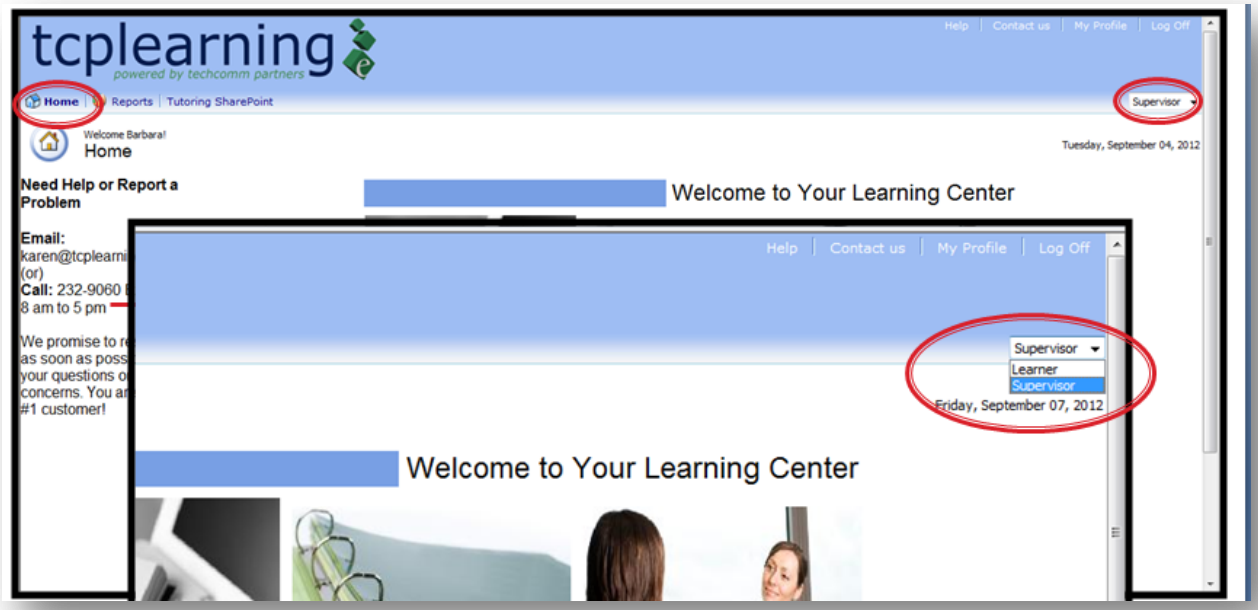
Exporting and Reviewing Data

Data from all reports can be exported in various file formats located in the drop-down menu on the upper right hand side of the Reports screen. Once data is exported, Site Coordinators and teachers can organize and apply filters to sort data as needed. (For more information on applying filters and sorting data visit: http://office.microsoft.com/en-us/excel-help/filter-data-in-a-range-or-table-HP010073941.aspx)



Viewing the Modules

Site Coordinators and VLMM Team members are able to view the modules by switching the view from "Supervisor" to "Learner."



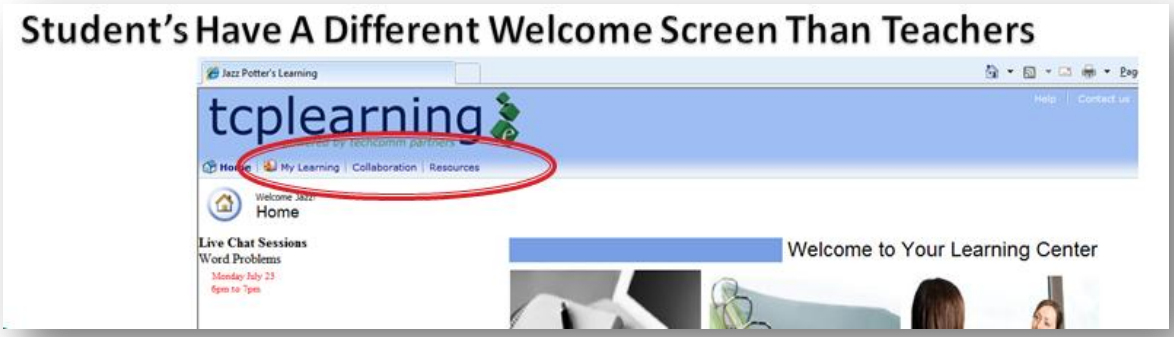
LMS: Student View

Students login to LMS using:

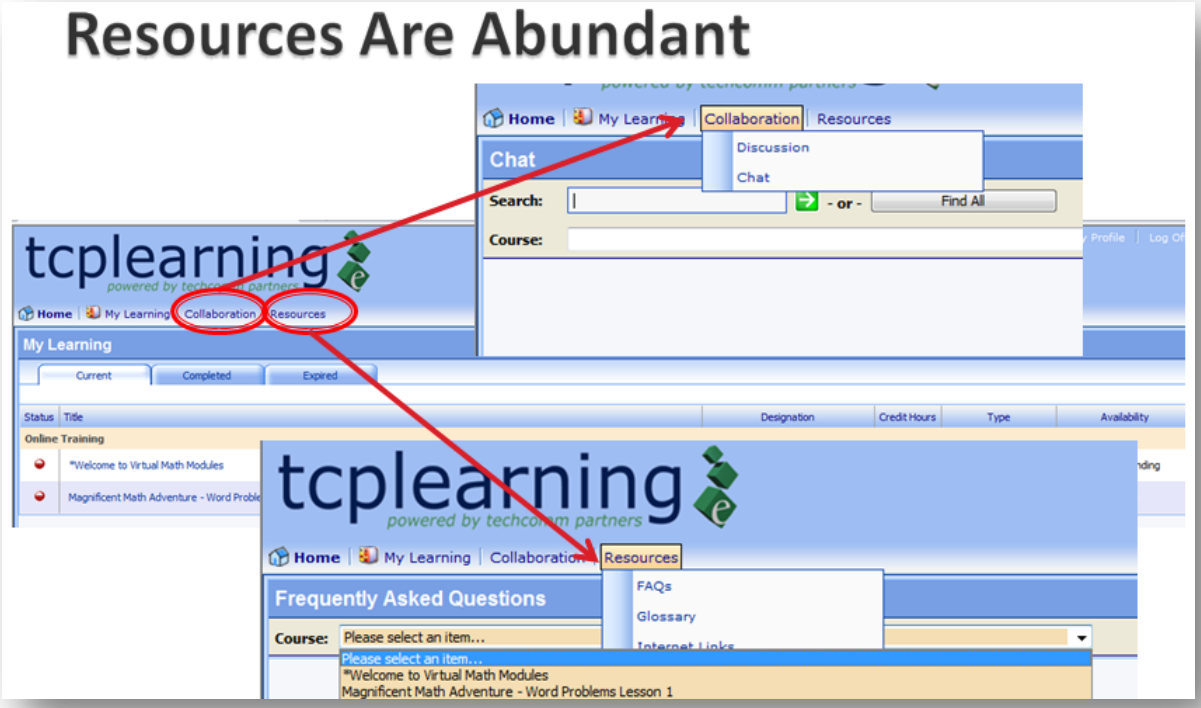
user name: first name + period + last name

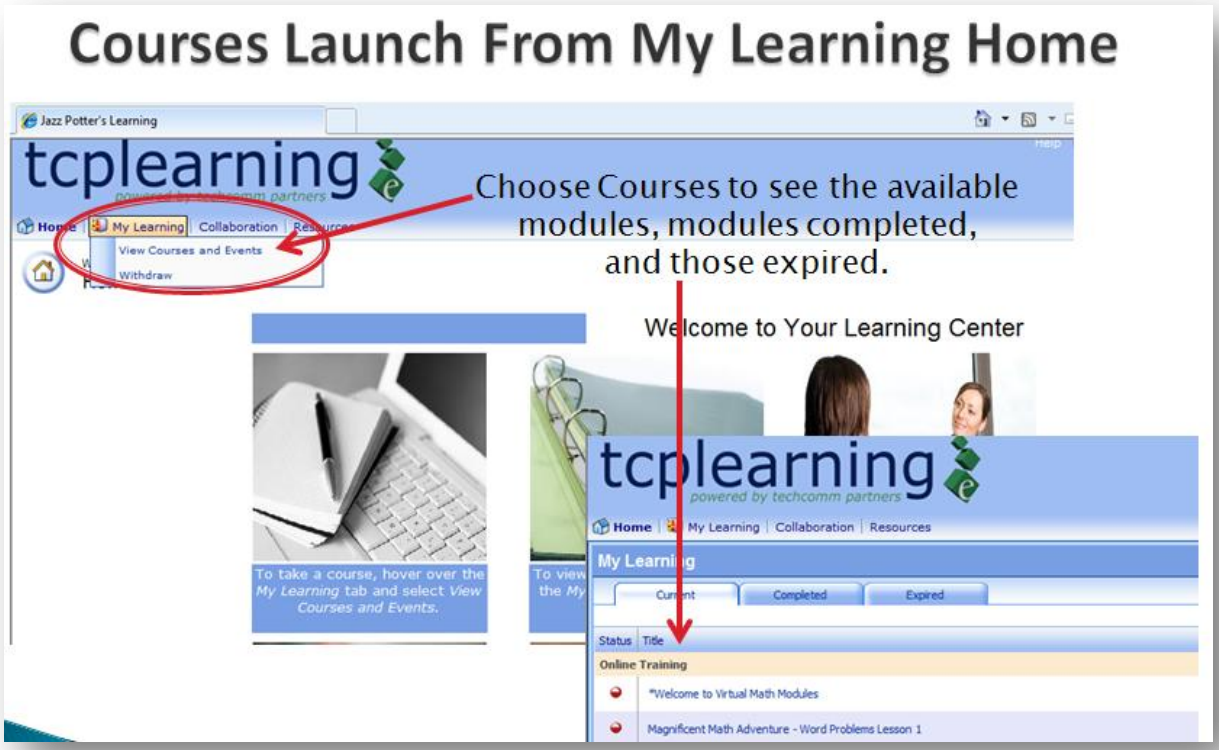
password: ridemath

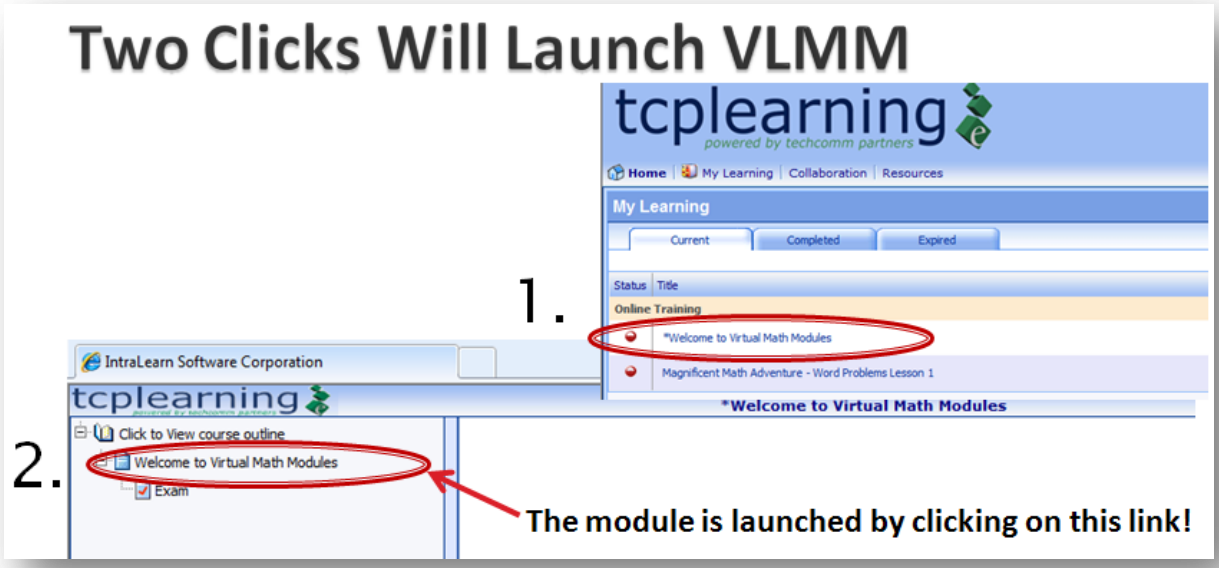
Student's Have A Different Welcome Screen Than Teachers



Resources Are Abundant




Courses Launch From My Learning Home
Jazz Potter's Learning
tcplearning
Home
My Learning
Collaboration
Resources
View Courses and Events
Withdraw
Choose Courses to see the available modules, modules completed, and those expired.
Welcome to Your Learning Center
To take a course, hover over the My Learning tab and select View Courses and Events.
tcplearning
powered by techcomm partners
Home
My Learning
Collaboration
Resources
My Learning
Current
Completed
Expired
Status
Title
Online Training
*Welcome to Virtual Math Modules
Magnificent Math Adventure - Word Problems Lesson 1


Two Clicks Will Launch VLMM
1.
tcplearning
powered by techcomm partners
Home
My Learning
Collaboration
Resources
My Learning
Current
Completed
Expired
Status
Title
Online Training
*Welcome to Virtual Math Modules
Magnificent Math Adventure - Word Problems Lesson 1
*Welcome to Virtual Math Modules
2.
IntraLearn Software Corporation
tcplearning
Click to View course outline
Welcome to Virtual Math Modules
Exam
The module is launched by clicking on this link!

SharePoint Site

Tutoring resources, reports and **student enrollment** information are available in the SharePoint site. Site Coordinators, VLMM Team members and tutors have access to this site.

SharePoint Login Information

The SharePoint site can be accessed through the quick link in the LMS site or through the following URL.

or

http://Portal1.TCPLearning.com/tutor

One User Name per school: **schoolname@tcplearning.com**
example: cranstoneast@tcplearning.com

Password: one word all lowercase **ridemath**

Help!

There are many places to get help with the Virtual Learning Math Modules.

Contact Information

TCP Learning:

- Karen Torres (401) 232-9060 Ext 13 Karen@TCPLearning.com
- Teri Gordon (401) 232-9060 Ext 13 Teri@TCPLearning.com
- Barb Jackson (401) 232-9060 Ext 14 Barbara@TCPLearning.com

Academic Advantage:

- Rick Deutsch (401) 921-5860 Rdeutsch@AcademicAdvantageRI.com

Rhode Island Department of Education:

- Holly Walsh (401) 222-8457 Holly.Walsh@ride.ri.gov
- Sharon Lee (401) 222-8484 Sharon.Lee@ride.ri.gov

Module and Tutoring URLs

Modules Reside in the Learning Management System (LMS)

Log In: http://MyLearning.TCPLearning.com

Student and Teacher User Name:
firstname + period + lastname
example: Jazz.Potter

Site Coordinator User Name:
schoolname [all one word, lowercase]
example: cranstoneast or narragansett

Default Password for All Users:
ridemath [all one word, lowercase]

*Users **MUST** retype the URL login address each time. If not, the user may see the incorrect screen name due to a known caching issue. This will occur even if the new user has typed in their user name and password.*

Tutoring Information Resides in SharePoint

Log In: http://Portal1.TCPLearning.com/tutor

Site Coordinator and Teacher User Name:
schoolname@tcplearning.com
example: cranstoneast@TCPLearning.com

Default Password for All Users: **ridemath** [one word, lowercase]

Resources

Virtual Learning Math Modules Guidebook is available on the RIDE web site:

http://www.ride.ri.gov

Appendices

Appendix A - State Assessment Process for Class of 2014

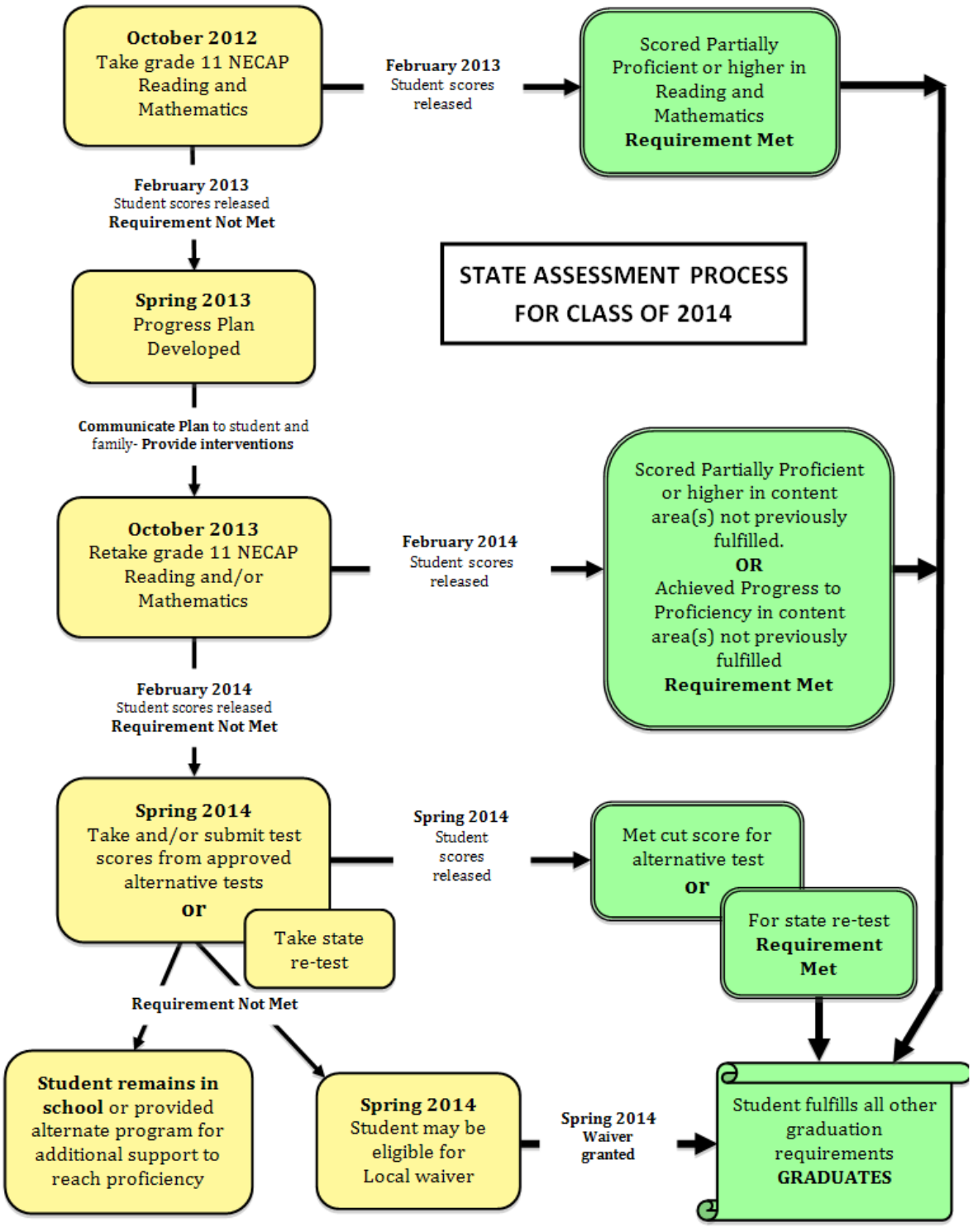
Appendix B - Progress Toward Proficiency

Appendix C - RI Graduation Requirements

Appendix D - VLMM Blended Learning Models

Appendix E - VLMM Prezi Presentation

Appendix A: State Assessment Process for Class of 2014



Appendix B: Progress Toward Proficiency *NEW!*

Students who do not reach partial proficiency on the 11th-grade administration of the state assessment may fulfill the state-assessment requirement for graduation on subsequent administrations of the state assessment in one of two ways:

- meeting that minimum level of required achievement designated by the Board of Regents ; or
- meeting the standard for Progress Toward Proficiency.

Progress Toward Proficiency is defined as meaningful, quantifiable improvement of academic skills in those areas in which a student has academic gaps, as evidenced by state assessments (i.e., content areas in which a student has not met the minimum level of required achievement). The Board of Regents has established that meaningful, quantifiable progress is demonstrated by improvement that is statistically significant between the first and subsequent administrations of the state assessment. Therefore, a student who earns a scaled score on subsequent administrations of the state assessment that reaches or exceeds the threshold for statistical significance based on his or her score on the initial administration will meet the state-assessment requirement for graduation. Tables 2.0 and 3.0 contain the scores needed to meet the Progress Toward Proficiency standard on the NECAP Mathematics and Reading tests, respectively.

Table 2.0

Minimum Score Needed on Subsequent NECAP Mathematics Test to meet the standard for Progress Toward Proficiency

Initial Score	Required Score	Initial Score	Required Score	Initial Score	Required Score
1100	1118	1112	1125	1124	1130
1101	1118	1113	1126	1125	11330
1102	1118	1114	1126	1126	1131
1103	1119	1115	1127	1127	1132
1104	1120	1116	1127	1128	1133
1105	1120	1117	1127	1129	Partially Prof.
1106	1121	1118	1128	1130	Partially Prof.
1107	1122	1119	1128	1131	Partially Prof.
1108	1123	1120	1128	1132	Partially Prof.
1109	1123	1121	1129	1133	Partially Prof.
1110	1124	1122	1129		
1111	1125	1123	1129		

Table 3.0

Minimum Score Needed on Subsequent NECAP Reading Tests
to meet the standard for
Progress Toward Proficiency

Initial Score	Required Score	Initial Score	Required Score	Initial Score	Required Score
1100	1115	1112	1120	1124	Partially Prof.
1101	1115	1113	1121	1125	Partially Prof.
1102	1116	1114	1122	1126	Partially Prof.
1103	1116	1115	1122	1127	Partially Prof.
1104	1117	1116	1124	1128	Partially Prof.
1105	1117	1117	1124	1129	Partially Prof.
1106	1117	1118	1125		
1107	1118	1119	1125		
1108	1118	1120	1126		
1109	1118	1121	1127		
1110	1119	1122	1128		
1111	1120	1123	1129		

Appendix C: L-6-3.0 Rhode Island Graduation Requirements

Conjunctive Student Graduation Requirements NEW!

"Commencing with the graduating class of 2014, each LEA shall create a composite measure of each student's overall proficiency in the six core academic areas: English language arts, math, science, social studies, the arts, and technology. These six core content areas shall be aligned to state adopted standards and locally adopted national standards in those content areas for which there are no state standards. This composite measure shall be derived from a conjunctive review of three sources of evidence: (1) individual student results on the state assessment in content areas designated by the Board of Regents; and (2) successful course completion; and (3) successful completion of two performance-based diploma assessments. These requirements are set forth in sections L-6-3.1, L-6-3.2 and L-6-3.3 of these regulations. In order to be eligible for a diploma, students must meet state and local requirements in all three areas." ***L-6-3.0***

To earn a diploma from a Rhode Island high school, each student will have to meet the minimum requirements established in each of the three areas specified in the Regulations:

1. Performance on the state Math and Reading assessment or assessments; *and*
2. Successful completion of state and local course requirements; *and*
3. Successful completion of two performance-based diploma assessments.

These three areas are non-compensatory - meaning that low performance in one of the three areas cannot be offset automatically by high performance in one or both of the other areas. Although performance across the three areas is related, each of the three areas contributes unique and important information for determining a student's overall proficiency for earning a high-school diploma. Successful completion of courses aligned to rigorous, high-quality state and local content standards is the core indicator of student proficiency in each of the six core academic areas. Performance on the state assessments provides another measure of achievement in the critical subjects of reading and mathematics or other content areas as designated by the Board of Regents, helping to certify that each student receiving a diploma throughout the state has acquired comparable necessary literacy and numeracy skills. Successful completion of performance-based diploma assessments, including presentation of a student's portfolio or exhibition work, provides evidence that the student is able to successfully integrate core content knowledge and applied learning skills.

These three areas have remained essentially unchanged since the introduction of proficiency-based graduation requirements in the 2003 Regents Regulations. Although the conjunctive nature of the requirements has evolved since 2003, the importance of each of the areas in determining a student's overall proficiency for graduation has remained consistent over time.

The conjunctive nature of the requirements does not imply that curriculum and instruction should focus on each of the requirements separately or in isolation. Curriculum and instruction aligned with state and local standards that integrates applied learning skills in coursework across all academic areas will prepare students to meet each of these requirements.

Appendix D - VLMM Blended Learning Models

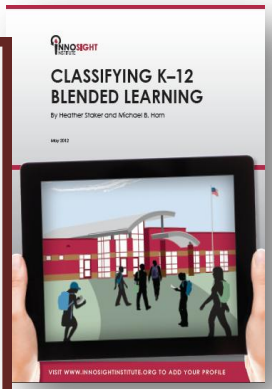
RI VIRTUAL LEARNING MATH MODULES

*Learn more about **BLENDED LEARNING MODELS** at:*

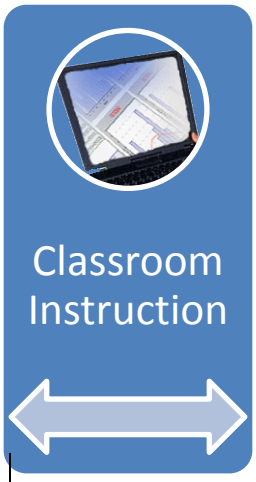
http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-

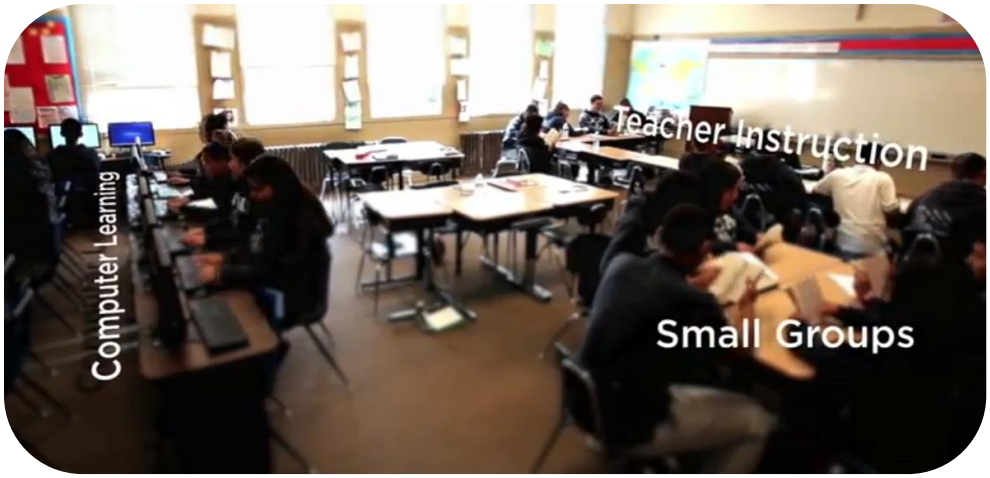
Blended Learning is…

"…a formal educational program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace AND at least in part at a supervised brick-and-mortar location away from home." ~ Innosight Institute

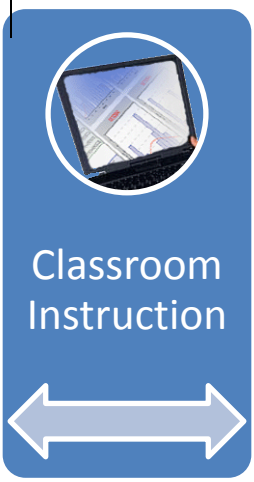


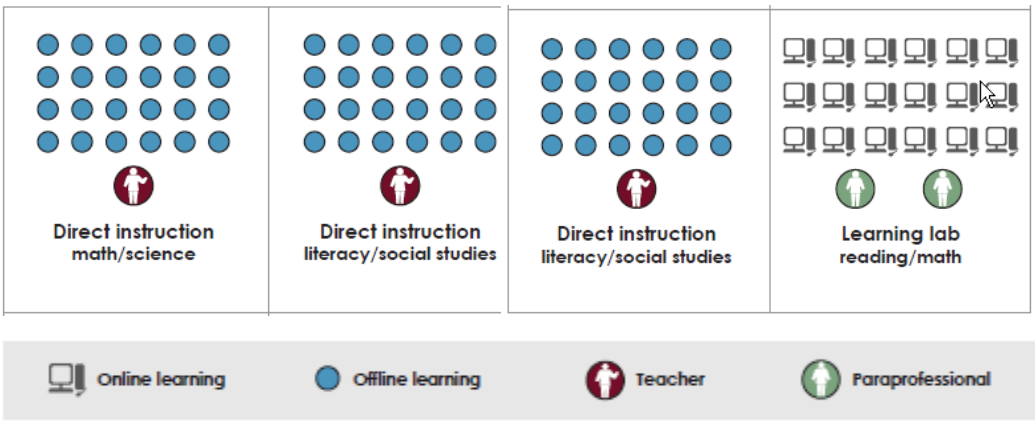
Station-Rotation Model





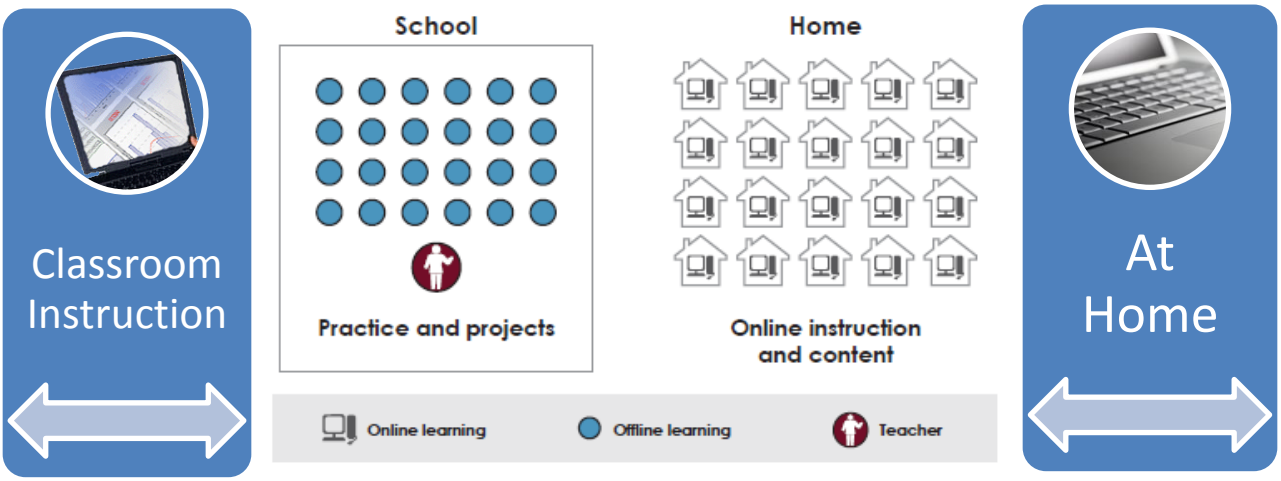
Lab-Rotation Model



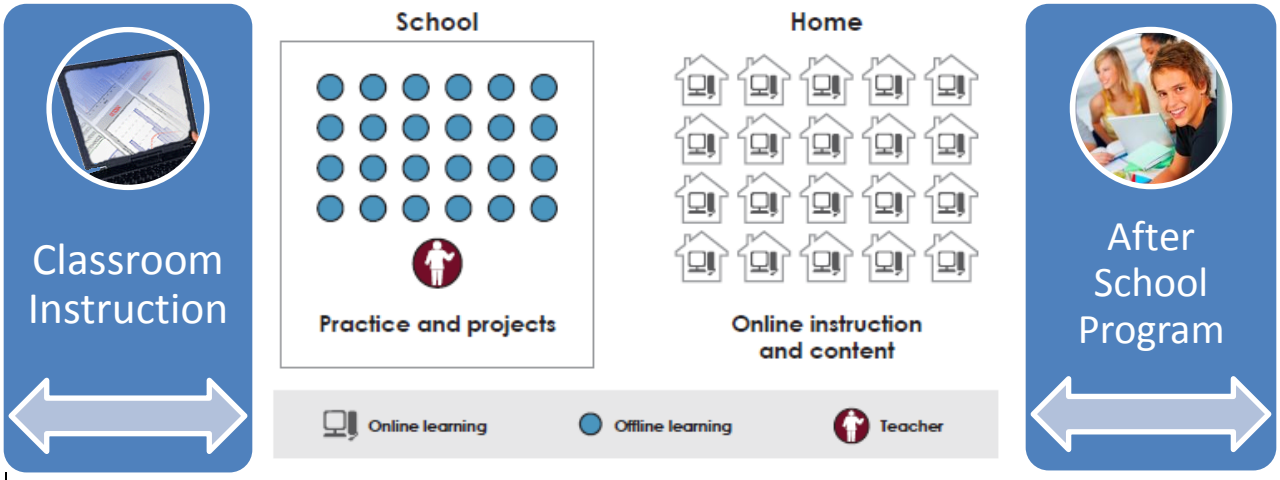


Updated December 2012

Flipped Classroom Model



Flipped Classroom Model (variation)



Self Blended Model